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ABSTRACT

Differentiation among enrollment performance factors and strategic planning and enrollment management practice in 54 state universities was examined. Universities that were studied were among those receiving the largest number of American College Testing (ACT) program student profile reports from college bound students. In addition to obtaining questionnaire responses from 44 chief academic officers and 28 student services officers, 15 site visits were made. Attention was directed to selected enrollment measures including: change in the number of first-choice ACT student profile reports received from test takers in the home state; and change in the percentage (market share) of first-choice ACT student profile reports received from first-choice in-state test populations. Results indicate that enrollment performance among universities was widely dispersed and that strategic planning for enrollment management was underdeveloped. Relationships were found between the use of strategic planning systems and enrollment patterns among state universities. Findings support recommendations for the development of strategic planning and enrollment management systems as a management tool to adapt to change. (SW)

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Enrollment Management Strategies among Selected State Universities

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Chicago, Illinois

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This paper was presented at the Annual Meeting of the Association for the Study of Higher Education held at the Conrad Hilton Hotel in Chicago, Illinois, March 12-14, 1984. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

Abstract

Differentiation among enrollment performance factors and strategic planning and enrollment management practice in state universities was examined. Results indicated that enrollment performance among universities was widely dispersed and that strategic planning for enrollment management was underdeveloped. Relationships were found between the use of strategic planning systems and enrollment patterns among state universities. Findings support recommendations for the development of strategic planning and enrollment management systems as a management tool to adapt to change.

For more than a decade, decision-makers and researchers in higher education have discussed the impact of projected declines in the traditional college cohort population on institutional planning and management in higher education.

Recent revisions in the forecast include a projected decline of 20 percent of the 18 to 21 year old age group between 1979 and 1995 (Kaufman, 1983). Frances (1983) reported that the anticipated enrollment decline in higher education projected for the early 1980's had not occurred. She also noted that 40 percent of the projected decline of 18 to 21 year olds between 1979 and 1995 was expected to occur in the years 1984 through 1986. Frances emphasized the need for new perspectives of environmental trends and related agenda for higher education.

Student demographics have never assumed universal impact on all institutions. Variations of college populations have been segmented regionally and by state. It has also been established that the impact of student demographics could vary according to institutional mission, program mix, pricing policy and general institutional response to changing environmental trends and clientele.

Zammuto, Whetten and Cameron (1982) identified differential impacts of changing demographics among institutions of higher education. They concluded that major doctoral universities were likely to experience slow continuous declines in enrollment related more to declining cohort populations than shifts in

student interests for specific academic programs. They theorized that the pattern of enrollment decline in major universities would also have an impact on institutional strategies to respond to projected decline. Universities were expected to exhibit minor and limited adjustment to programs and services and defer major reorganization or plans related to anticipated enrollment decline.

By the end of the 1970's, colleges and universities exhibited at least three patterns of response to enrollment management; business as usual, increased commitment to promotion and recruitment activities, and implementation of strategic planning and enrollment management systems. Those which pursued "business as usual" were expected to risk unanticipated enrollment short-falls. Those which elected to increase promotion and recruitment activity were expected to risk deterioration of institutional integrity and longer term institutional stability. The third alternative, strategic planning and enrollment management, was proposed as an institutional action to adjust objectives and programs with changing social trends and institutional publics.

Clearly, the traditional population of higher education clientele is changing. Student interest in available postsecondary options is changing among institutional types, fields of study, and careers. Traditional sources of funding for higher education are changing with greater emphasis on tuition income as a source of institutional revenue. The character and

distribution of students by ethnic background, age, gender and stage of life development is also changing. The one certainty for higher education institutions is that change itself will play a more central role in future institutional vitality and development.

Strategic planning and marketing concepts for enrollment management in higher education institutions have been proposed by several scholars (Grabowski, 1981, Litten, 1980, Kotler and Murphy, 1981, Baldridge, 1982, Ihlanfeldt, 1981, Shirley, 1983). The primary emphasis is the development of an environment and client centered perspective of enrollment management. The purpose is to relate the institution to change in its environment, publics and clientele. The complex process requires a disciplined and coordinated approach incorporating a commitment of the total institution.

Based on existing theory and models of strategic planning and enrollment management, institutions with mature enrollment management systems would be expected to reflect the following marketing and planning components, among others.

1. Market research studies would have been initiated to identify segmented client attitudes, expectations and needs.
2. Plans would have been developed to position known institutional strengths and programs with segmented client needs and opportunities for development.

3. Information systems would be used to collect, interpret and disseminate essential enrollment information to appropriate decision makers within the institution. Decisions would be influenced by known trends and student enrollment patterns.
4. Outreach and student recruitment programs would be based on market research and known client attitudes and expectations. Outreach programs would be deliberately integrated with retention strategies.
5. Undergraduate retention strategies would be integrated with student outreach and recruitment and based on deliberate institutional objectives.

Organizational Implications of Enrollment Management

Sophisticated systems for strategic planning and enrollment management would represent a significant change in the culture of many higher education institutions. In fact, the implementation of such systems is intended by design to confront traditional attitudes and administrative systems. Consequently, the process cannot be initiated without consideration of organizational implications.

Duplass (1983) coupled a proposal for marketing and strategic planning with a realistic assessment of organizational relationships.

> A marketing plan calls for bold and decisive action, yet not every administration or faculty is able to overcome the pressures exerted by special interest groups. In the final analysis, marketing can be implemented only in organizations

> that are willing to make difficult and, at times, unpopular decisions and that can assert the management control needed to implement decisions. This organizational commitment is a prerequisite to marketing, not a by-product; and it can be made only by a leadership that sees the marketing process as a direction-setting force. (Duplass, 1983, p.19)

Cyert (1980) observed that already difficult management problems in colleges and universities would be compounded in the face of enrollment decline. Decline in enrollment could be related to anticipated limits on faculty and staff opportunities for promotion. Inflationary costs and increased pressure on tuition as a source of income could lead to even greater decline in the number of students able or willing to pay. Increased pressure for cost containment could result in a tendency for departments and sub-units to focus more on unit survival than institutional goals and concerns. Cyert concluded that strategic planning systems offered an alternative for institutional stability at new and alternative levels of equilibrium.

Cohen and March (1974) identified properties of decision-making particularly relevant to those involved in the leadership of higher education institutions as "organized anarchies".

Applying their properties to the issue of enrollment management, one must realize that strategic planning and enrollment management is not a prominent concern of many within the university community. If the enrollment management system

depends on coordinated effort of all departments of the university, it is likely to be very difficult to implement. Many may use enrollment management and strategic planning programs as a catch all for all that troubles them in the university community. Even given the above, some progress might be possible by overloading the decision system. While some ideas and programs become stalled, others may be realized. Information about university client markets and enrollment factors is often limited.

To overcome these known properties of university organizations, Cohen and March (1974) suggested tactical rules useful to those who would attempt to influence the university decision-making process. Above all, the institution must make a commitment of time and persistence to the development of strategic planning and enrollment management.

A senior official with an institutional perspective must give time to the enrollment management issue. The objective would be to establish an institutional officer as an advocate for enrollment management, a source of information, and a symbolic evidence of enrollment management as an institutional priority.

The advocate role is essential to the quality of persistence noted by Cohen and March. The strategic planning and enrollment management system is complex and subject to erosion by lack of implementation or collaboration at numerous times, locations or events in the institutional community. Implementation and efficacy of enrollment management strategies are necessarily

dependent upon energetic persistence of some one person with a primary sense of purpose.

The importance of the strategic planning and enrollment management effort is important enough to give full credit, visibility and exposure to those within the university which are essential to its implementation. The system requires broad participation of the university community. Participation must include -- dissidents as well as supporters. Through participation in the process, unrealistic attitudes, perceptions and aspirations may be tempered.

Proponents of strategic planning and enrollment management are not insensitive to organizational concerns expressed above. Baldridge, et al (1983) noted the suspicion of members of the university related to marketing concepts and principles, Hugstad (1975) clearly articulated the risks of sacrificing longer term social and institutional needs for short-term student interests. Kotler and Murphy (1982) emphasized the need for an organizational design to support a change in cultural perspective for the total university community. Shirley (1983) included a discrete plan for human resource development as part of his model for strategic planning in the college or university. Barton and Treadwell (1978) devoted specific emphasis to the role of the chief executive in establishing marketing and enrollment management as an institutional priority. All researchers have noted the importance of broad involvement of the total university community in the development and implementation of enrollment management strategies and programs.

The critical relationship of organizational structure and relationships to enrollment management and marketing was specifically addressed by Fram (1975). He found that marketing and enrollment management efforts were being restricted by the absence of a person in the institutional hierarchy with total responsibility for the development and coordination of institutional marketing efforts, the tendency of presidents and provosts to reflect more of an admissions or recruitment orientation rather than a broader strategic perspective, and differentiation of marketing functions among nine or more offices or campus units with minimal coordination of effort. Fram concluded that a central officer should be designated to coordinate market research, develop institutional enrollment management or marketing plans and strategies, and cocrdinate and develop essential information systems.

Based on existing theory and research, it appears that effective implementation of strategic planning and enrollment management systems would be dependent upon sensitive attention to organizational relationships as well as the presence and utilization of planning and marketing functions.

Rationale for the Study

Given the impact of environmental change on colleges and universities and growing interest in strategic planning and enrollment management systems, it was hypothezied that an exploratory study of differential change in enrollment relative to development of strategic planning and enrollment management systems would be useful to decision-makers in state universities.

The primary purpose of this study was to conduct an exploratory investigation of the relationship between selected measures of strategic planning and enrollment management in the literature and current practice among major state universities. Four fundamental questions were of investigated interest.

1. How have demographic changes among collegebound high school seniors affected state universities?
2. How are state universities organized to respond to strategic planning for enrollment management?
3. What strategies and programs are currently used in state universities to influence enrollment management objectives or performance?
4. What relationships can be determined between the use of enrollment management strategies and programs and selected measures of enrollment performance?

METHOD

Universities included in the study were selected from the 61 state universities receiving the largest number of ACT student profile reports from college bound students. The study was based on institutional users of ACT student profile information and research users for two specific reasons. First, note that ACT information and research services were currently available to all institutions included in the study. Consequently, decision-makers interested in results would have immediate access to established information bases and normative studies to support their individual inquiries. Second, the historical quality of

institutional information maintained by ACT would assure comparability and confidentiality of enrollment performance data.

The purpose was not to pursue a deliberate sample of higher education institutions but to focus specifically on state universities likely to reflect high degrees of institutional complexity and specialization. Seven of the 61 state universities were eliminated from analysis because of change in policies related to the use of ACT tests during the period covered by the study (1979 through 1982). The remaining 54 universities had maintained consistent use of ACT test and research services during the four year period and were considered a valid representation of major state university users of ACT student profile and research services.

Universities included in the study included major research universities, land-grant universities, and leading regional state universities. They represented 23 states distributed from the mid-eastern to southwestern United States.

Institutional data from the 54 universities were used to determine change in selected enrollment measures including:

1. Change in the number of first-choice ACT student profile reports received from test takers in the home state;
2. Change in the percentage (market share) of first-choice ACT student profile reports received from first-choice in-state test populations;
3. Change in the proportion of enrolled freshmen who originated as first-choice ACT student profile report senders;

4. Change in the mean ACT composite score of enrolled freshmen;
5. Change in reported persistence of entering freshmen enrolled the fall semester of the sophomore year;
6. Change in the percentage yield of enrolled freshmen from first-choice ACT student profile test populations;
7. Change in the number of entering freshmen; and
8. Change in the number of undergraduate students enrolled.

In each instance, change in enrollment factors was based on comparison of reported fall 1982 statistics with fall 1979.

An executive summary of enrollment trends among the 61 largest state university users of ACT student profile and research services was prepared and distributed to the chief academic officer and chief student services officer in each of the universities included in the study. The executive summary was accompanied by a letter introducing the project and seeking their assistance through completion of a questionnaire to identify the status of selected planning and enrollment management strategies and programs.

Questionnaire responses were received from 44 chief academic officers (81%) and 28 student services officers (64%).

Site visits to 15 of the universities included in the study were made to verify information included in the survey and identify additional factors related to enrollment management strategies. All site visits were initiated with the chief academic officer (Vice President for Academic Affairs or Provost)

and included structured interviews with the chief academic officer, student services officer and staff selected by the campus officials.

Instrumentation

The survey instrument developed for chief academic officers and chief student services officers was developed on the basis of previous enrollment management research and consultation with ACT research staff. It was field tested in personal interviews with institutional officers in three state universities.

The instrument included selected items intended to identify institutional planning and enrollment management activity in six primary areas:

1. The use of formal and documented plans related to student outreach and retention;
2. The development and integration of market research studies of student attitudes and perceptions for enrollment planning;
3. Organizational responsibility and coordination of outreach and retention plans and programs;
4. Selected use of enrollment information for planning and management decisions;
5. The use of selected outreach and recruitment strategies and programs; and
6. The use of selected undergraduate retention strategies and programs.

Data Analysis

A unit record was prepared for each institution including enrollment performance data from ACT data bases and responses to items on the survey instrument. All coding and analysis of institutional responses was administered by research staff of ACT to protect confidentiality.

Institutions were grouped into two groups -- those below the median and those above the median for each specific performance variable. A frequency distribution of all institutional factors and responses was developed to construct a descriptive profile of enrollment change and enrollment management strategies and programs among the participating institutions. Chi square statistical analysis was used to test differences between institutions below or above the median on all variables.

It was recognized at the outset that several limitations could be attributed to the study. The complexity and multi-variant nature of the admissions and student decision-making process in higher education was a major limitation. However, the purpose was not to develop and test a model of the enrollment cycle, but to explore for patterns and relationships useful to decision-makers and planners. Though test market and enrollment information could be validated through objective records maintained by ACT, responses to items related to enrollment management plans and strategies were subject to known limitations of survey research. The use of first-choice ACT student profile reports as a single variable representative of test market and enrollment trends was limiting to the extent

that second and other student choice populations represent significant student market populations for many institutions. The study was also limited in that it did not include factors pertinent to mixed use of both College Board and ACT test data. Because institutions included in the study were the largest users of ACT student profile reports and reported a substantial portion of their prospective student and enrolled freshmen from ACT test poulations, it was assumed that any discernable patterns or relationships would be instructive. It was also assumed that relationships between enrollment patterns and management strategies would be instructive to other types and sizes of institutions.

Reponses from chief academic officers were used to record the incidence of selected enrollment management strategies and programs among the 44 universities. Comparative analysis of responses from student servies officers and academic officers in institutions for which matched responses were available were used to assess the congruence of perception between the two institutional officers.

Summaries of results are reported below.

RESULTS

Enrollment Performance Factors

Summary results of the range of institutional performance on selective enrollment performance factors for the 54 universities are shown in Table 1. Clearly, enrollment performance measures

between 1979 and 1982 varied substantially among the 54 universities.

Insert Table 1 About Here

Though the median university experienced a growth in full-time undergraduate enrollment, the beginning of a decline in the number of entering first-time freshman was evident. It was also clear that the range of institutional performance on change in ACT admissions test populations, competitive markets share of college-bound test populations, and the percentage of freshmen enrolled from first-choice student profile report populations could have a substantial influence on enrollment management within individual institutions.

For example, though a decline in the age group might result in a decreased number of students within the state taking ACT tests, an increased market share of test score reports received could result in an increase in the number of first-choice student profile reports received by the institution. An increased percentage of students enrolled from first-choice student profile populations could also be realized as an offset to declining demographics.

The importance of the first-choice student profile report test population as a market segment for enrollment management was

demonstrated by the proportion of entering freshmen originating as a first-choice of student profile report senders in the fall of 1982. The median university drew 56.5% of its entering freshmen class from first-choice ACT test preference populations. However, the range in the proportion of entering freshmen originating as first-choice test preferences indicated that the relative impact of that market segment varied substantially among institutions included in the study.

A range of freshmen year persistence from 47% to 89% was of particular interest given the amount of attention given in the literature to the importance of retention and attrition to enrollment management.

Market Research and Planning for Enrollment Management

The incidence of market research and formal planning activities for enrollment management among the 44 survey respondents is summarized in Table 2.

Insert Table 2 About Here

Though 45% of the institutions reported that a market research study of prospective attitudes and perceptions had been conducted, only 32% had conducted research based on segmented student markets and populations. Though 57% of the institutions reported the development of a documented plan for student outreach, only 12 or 27% had developed a documented plan for

undergraduate student retention. A construct variable developed by combining responses to items related to the use of formal plans for outreach, formal plans for undergraduate retention and the assignment of responsibility for coordination of outreach plans revealed that only three of the 44 universities had developed integrated outreach and retention plans under the supervision and coordination of a central administrative staff officer.

Results of interviews with campus officials revealed that formal plans for student outreach were in most instances limited to recruitment programs and activities and rarely encompassed strategic aspects of enrollment management such academic program mix, curricular priorities, or strategic goals for development.

Organizational Responsibility for Enrollment Management

The incidence of responsibility for and involvement of selected institutional representatives in enrollment management strategies is summarized in Table 3.

Insert Table 3 About Here

Institutions were far more likely to have assigned an individual to coordinate responsibility for student outreach than student retention.

Interviews with campus officers revealed that the individual most likely to be identified as responsible for coordinating

student outreach programs was the dean or director of admissions or a member of the admissions staff. Universities were far less likely to have assigned a central administrative officer responsibility for the integration of recruitment, admissions, market research, curriculum development, and academic support services.

Comparative analysis of responses from chief academic officers and student service officers which named the person designated responsibility for planning and coordination of student outreach programs revealed a conflict of perception in 65% of the paired responses. The most frequent agreement between student services officers and academic officers was both reported that no one had been designated responsibility for the coordination of student outreach planning.

Interviews with academic officers and student affairs officers revealed frequent differences in perspective of enrollment management strategies and priorities as well as tension over responsibility or authority.

Use of Information For Enrollment Management and Decision Making

Reported use of selected information for enrollment management decision making among the state universities included in the study is reported in Table 4. As the level of interpretation and analysis of information for decision purposes increased in complexity, institutions were less likely to report

its use. The most telling result was the fact that 75% of the institutions acknowledged an absence of systematic procedures to monitor the persistence of each entering freshman. Consequently, reported retention statistics could be questioned.

Insert Table 4 About Here

During site visits, campus officers, were shown examples of summary statistics and graphic presentations available from existing ACT research reports and normative data. Campus officials uniformly felt the information was timely and pertinent to enrollment planning decisions for their respective campuses. However, fewer than 20% of the campus officials interviewed acknowledged familiarity with and utilization of available ACT profile information and research summaries in enrollment planning decisions.

A construct variable combining the latter four items in Table 4 was used to identify institutions reporting the use of all four types of information for decision and planning purposes. Only three of the 44 universities reported that breadth of information utilization.

Selected Outreach Programs and Activities

The reported use of selected outreach programs and activities among the 44 state universities is summarized in Table 5.

Insert Table 5 About Here

Strategic or client centered programs were less likely to be used than traditional programs for recruitment or admissions. The two strategies or programs which could be considered most responsive to client needs or convenience, (incoming WATS telephone service for immediate response to questions of concern and simplified admissions procedures) were the least likely to be found among institutions included in the study.

Selected Undergraduate Retention Strategies and Programs

Though more than a majority of institutions were likely to report the presence of strategies and programs identified for undergraduate retention, a general pattern of less responsiveness to client centered strategies and programs was again apparent. A summary of responses to selected undergraduate retention strategies and programs is included in Table 6.

Insert Table 6 About Here

Relationships Among Enrollment Performance Factors

Enrollment performance patterns among the 54 universities reflected expected relationships between generally accepted stages of the undergraduate enrollment funnel.

Institutions above the median in the increase of undergraduate enrollment were more likely to reflect increases above the median in entering freshmen [X^2 (1,$\underline{N}$=44)=5.8302, p. <.02]. Institutions above the median in the increase of undergraduate enrollment also reflected an above median increase in the market share of first-choice ACT student profile reports received from test takers in their respective states [X^2 (1,$\underline{N}$=44)=3.1892, p.<.08].

Institutions above the median in the increase of entering freshmen enrolled were more likely to reflect an increase in the number of first-choice student profile reports received from first-choice populations in the state [X^2(1,$\underline{N}$=44)=3.2795, p.< .08].

Institutions above the median in the increase of first-choice ACT student profile reports received were also more likely to be above the median in the increase of market share of first-choice ACT student profile reports in their state [X^2(1,$\underline{N}$=44)=9.0817, p.< .01].

Those institutions with an above the median increase in the number of first-choice ACT student profile reports received were also likely to experience an increase above the median in the proportion of entering freshmen originating as first-choice ACT student profile report senders [X^2(1,$\underline{N}$=44)=3.2795, p. <.08].

In brief, differential change in undergraduate enrollment among the state universities included in the study was influenced by the competitive position of institutions among college-bound

test populations and the enrollment yield generated from test market segments as well as population demographics.

Enrollment Management Strategies and Programs Related to Enrollment Performance and Selected Strategies

Statistical relationships between selected enrollment management strategies and programs and enrollment performance factors are summarized in Table 7.

Insert Table 7 About Here

Institutions were grouped according to whether or not they reported the use of each of the selected strategies or programs in the survey to test for relationships to enrollment performance above the median. Several significant relationships were found.

* The use of market research studies was significantly related to the use of documented plans and designated organizational responsibility for planning and coordination.
* Documented outreach plans were significantly related to increased yields of enrolled freshmen from test markets and organizational responsibility for planning.
* The breadth of organizational involvement in outreach and retention planning was significantly related to change in undergraduate enrollment.
* Documented plans and assigned responsibility for strategic coordination and planning was significantly related to the

use and efficacy of selected recruitment and retention strategies.

Discussion

Earlier work on enrollment management and strategic planning is supported by results reported here. Change in enrollment patterns between 1979 and 1982 affected state universities differentially. Enrollment performance differences were related to strategic planning and enrollment management factors as well as predicted demographics in traditional college age groups.

In most instances, organizational responsibility for enrollment management is limited to traditionally differentiated functions at the operational level with inherent conflicts over jurisdiction and authority. In only three instances had strategic plans integrating both outreach and retention strategies been developed with central coordination by an institutional officer with authoritative status at the vice presidential level. Those institutions with centrally coordinated enrollment management plans and strategies experienced measurable gains in their undergraduate enrollment status during the four year period.

Enrollment planning activities among most state universities reflect more emphasis on recruitment and promotion perspectives than strategic perspectives of environmental change and discriminating response. Few universities have definitive enrollment management goals based on objective environmental measures. Organizational structure and inherent problems are

rarely included in enrollment planning. Those institutions with differentiated market research and developed use of enrollment management information systems have realized measurable gains in freshmen persistence and the efficacy of enrollment management programs. Even so, planning and information systems for undergraduate retention are underdeveloped in more than 70 percent of the institutions.

Institutions with enrollment objectives to increase selectivity of admission and reduce enrollments are particularly dependent upon strategic enrollment management systems to maintain a competitive test market and applicant population.

As noted at the outset, results of this study must be regarding as exploratory and severely limited by the complexity of multi-variant factors related to the enrollment process. Nevertheless, results should be informative and useful to those concerned with the development or strategic planning and enrollment management systems in colleges and universities. The process clearly requires deliberate attention to problems of organization, staff development, market research, accessibility and use of information for decision-making, and a general institutional commitment to client centered programming even more than the implementation of discrete recruitment and academic support activities and programs.

If state universities are to manage enrollment factors which may ease adjustments in a climate of change, it is apparent that much remains to be done. Decision makers in major universities

must be prepared to reexamine their commitment to strategic planning and enrollment management. The alternative is to prepare for major shocks in the institutional environment which may be even more distressing.

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TABLE 1: Range of institutional performance on selected enrollment performance factors among 54 largest university users of ACT student profile and research information: 1979 to 1982.

	Range of Institutional Performance			Median
Change in the number of 1st choice ACT test score reports received from resident (in-state) test populations (1979 to 1982):	-23%	to	+54%	+4.2%
Change in the percentage (market share) of 1st choice ACT test score reports received from in-state 1st choice population (1979 to 1982):	-27%	to	+56%	-0.0%
Proportion of entering freshman class from 1st choice ACT test preferences at time of test (Fall 82):	23%	to	75%	56.5%
Mean ACT composite socre of entering freshmen (Fall 1982):	15.9	to	26.1	20.3
Reported persistence of entering freshmen to fall of sophomore year (Fall 1982):	47%	to	89%	70.1
Percent change in Number of Entering Freshmen (1979 to 1982):	-37%	to	+71%	(-3.4%)
Percent change in Number of Undergraduates (1979 to 1982):	-40%	to	+47%	+3.3%
Percent change in Yield of Enrolled Freshmen from 1st choice test pools (1979 to 1982):	-40%	to	+46	(-2.4%)

TABLE 2: Reported Incidence of Market Research and Formal Planning for Enrollment Management in Selected State Universities (N=44)

	Yes		No		N.R.	
MARKET RESEARCH	No.	Pct.	No.	Pct.	No.	Pct.
A market research study of prospective student attitudes and perceptions conducted:	20	45%	24	55%	-	-
Market research of student perceptions was segmented by sub-groups:	14	32%	5	11%	25	57%
PLANNING						
A documented plan for student outreach has been developed:	25	57%	18	41%	1	2%
A documented plan for retention of undergraduate students has been developed:	12	27%	31	70%	1	2%
PLANNING AND COORDINATION						
The institution has a formal plan for outreach, a plan for retention, and a designated officer in a vice president's staff to coordinate outreach plans:	3	7%	41	93%	-	-

TABLE 3: Reported Incidence of Selected Organizational Responsibilities for Enrollment Management In Selected State Universities (N=44)

	YES		NO		N.R.	
	No.	Pct.	No.	Pct.	No.	Pct.
One person has been designated responsibility for planning and coordination of student outreach:	37	84%	6	14%	1	2%
One person has been designated responsibility for planning and coordination of retention programs:	15	34%	23	52%	6	14%
One person has been designated to plan and coordinate outreach and retention programs:	12	27%	32	73%	-	-
Responsibility for planning and coordination of outreach programs assigned at strategic level:	5	11%	39	89	-	-
Responsibility of planning and coordination of retention programs assigned at strategic level:	4	9%	40	91%	-	-
VP of Student Services is involved in final review and approval of plans:	29	66%	15	34%	-	-
VP of Academic Affairs is involved in final review and approval of plans:	37	84%	7	16%	-	-
Faculty representatives are involved in final review and approval of plans:	13	30%	31	70%	-	-
Collegiate Deans are involved in final review and approval of plans:	28	64%	16	36%	-	-

TABLE 4: Reported Incidence of Selected Information for Enrollment Management and Decision Making in Selected State Universities (N=44)

	Currently Used		Not Used but Useful	
	No.	Pct.	No.	Pct.
Demographic profiles of high school seniors:	31	70%	12	27%
Comparative profiles of enrolled freshmen with college-bound in-state freshmen:	30	68%	12	27%
Summary reports of the yield of enrolled students by student characteristics and academic ability:	24	55%	17	39%
Summary reports of undergraduate retention patterns by student and program characteristics	10	23%	33	75%
Forecasts of course and staff requirements based on applicant test populations and freshman course requirements:	12	27%	23	52%
Systematic procedures are used to monitor the persistence of each entering freshman:	11	25%	33	75%
The institution uses summary yield analysis, retention patterns, course and staffing forecasts and systematic retention monitoring procedures for planning and decision-making:	3	7%	41	93%

TABLE 5: Reported Incidence of Selected Outreach Programs and Activities Among Selected State Universities (N=44)

	YES		NO	
	No.	Pct.	No.	Pct.
Strategic/Client Centered				
Admission visits to most state schools:	30	68%	14	32%
Alumni contacts in local communities	29	66%	15	34%
Admission visits to out-of-state schools:	28	64%	16	36%
Sponsored receptions in local communities:	28	64%	16	36%
Admission visits to minority community centers:	25	57%	19	43%
Special newsletter for admitted students who are not yet enrolled:	27	61%	17	39%
In-coming WATS telephone service:	19	43%	25	57%
Simplified admission procedures used in lieu of formal application:	15	34%	29	66%
Operations/Institution Centered				
On-campus visitation programs:	43	98%	1	2%
Scholarships based on achievement are publicized for freshmen:	39	89%	5	11%
Campus visitations for minorities:	37	84%	7	16%
National Merit Program Sponsor:	30	68%	14	32%
Use of ACT EOS or College Search:	29	66%	15	34%
Admission visits to selected feeder high schools only:	17	39%	27	61%

TABLE 6: Reported Incidence of Selected Undergraduate Retention Strategies and Programs Among Selected State Universities (N=44)

	YES		NO	
	No.	Pct.	No.	Pct.
Strategic/Client Centered				
Separate Orientation Program for Parents:	37	84%	7	16%
Prior term registration procedures:	40	91%	4	9%
Undecided Freshmen to Special Advisors:	30	68%	14	32%
Credit Course for Career/Ed.Planning:	27	61%	17	39%
Professional Academic Advising Center:	26	59%	18	41%
Special Newsletter to Parents of undergraduate students:	16	36%	28	64%
Operations/Institution Centered				
Freshman orientation in summer:	42	95%	2	5%
Academic support services in reading:	40	91%	4	9%
Academic support services in mathematics:	39	89%	5	11%
Academic support services in writing:	38	86%	6	14%
Orientation includes class registration:	38	86%	6	14%
Freshmen advised primarily by faculty:	27	61%	17	39%
Non-credit course for career/ed. planning:	10	59%	7	41%

TABLE 7: Relationships of Strategies and Programs to Enrollment Performance Factors or Strategies (N=44)

	Corrected X^2	Significance
Relationship of the use of market research to:		
Use of documented retention plans distributed to departments;	3.6822	.0550
Assigned responsibility for outreach and retention;	4.2864	.0384
Segmented market research and documented outreach plans;	N/A*	.0379
Relationship of the use of documented outreach plans to:		
Above median increase in the yield of enrolled freshmen from first-choice ACT market segments;	4.3729	.0365
Designated responsibility for outreach plans and programs;	4.2493	.0393
Visits to out-of-state schools;	5.1617	.0231
Community based receptions for students and parents;	5.1617	.0231
Special newsletters for admitted students not yet enrolled;	6.7585	.0093
Academic support in mathematics;	5.0396	.0248
Involvement of others than VP's, Deans, Faculty and Alumni in review and approval of enrollment plans to change in undergraduate enrollment;	4.3753	.0365

(Table Continued)

	Corrected X^2	Significance
Use of documented plans for both outreach and retention with a central administrative officer to coordinate outreach to:		
Development of retention plans;	5.1013	.0239
Involvement of alumni in planning;	9.4491	.0021
Designation of responsibility for strategic planning and coordination of retention to a person in a Vice President's staff to an above median increase in market share of first-choice score reports;	N/A*	.01499
Relationship of the use of professional academic advising center to above median increase in retention;	5.533	.0187
Admission visitations to all or most high schools in state to above median increase in retention;	4.9939	.0254
Below median increase in tuition and fees to admission visitations to minority community centers;	3.6752	.0552
Newsletters for admitted students not yet enrolled and above median increase in freshman retention;	7.8718	.0050
A course for credit in career and educational planning to above median increases in enrollment;	4.4062	.0358

Note: * - Fishers Exact Test used for measure of significance.